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ABSTRACT

The methodology and findings from a survey of 465 current and former deans of nursing are described, and comparisons are made with the findings of a survey of social work deans. Information was collected on respondents' background, perceptions of the dean's role and the workplace, and other information about the program and staffing. Of the 465 deans and former deans of nursing, 84 percent held a dean's position and 16 percent had held the position during the previous 5 years. Findings include the following: nurses appointed to deans' positions came with little administrative experience or educational preparation for the position; respondents experienced difficulties in connection with faculty recruitment and qualifications, as well as relationships between the deans and faculty; deans of nursing viewed teaching and curriculum decisionmaking as more important responsibilities than publication and research; deans of nursing perceived less decisionmaking responsibility for the budget and for faculty appointments than did social work deans; and similarities between deans of social work and deans of nursing were greater than the differences. The nursing dean questionnaire, which is a revised version of the social work questionnaire, is appended. (SW)

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THE DEAN OF NURSING

A Descriptive Survey with Comparisons between Nursing and Social Work Deans

Betty M. Johnson

HE016594

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FOREWORD

Comparative studies raise numerous issues and questions. Particularly when historical factors are involved, such studies seldom provide pat answers to questions that arise in the reader's mind. Nevertheless, *The Dean of Nursing: A Descriptive Survey with Comparisons between Nursing and Social Work Deans,* makes a significant contribution to the dearth of literature about deans of professional schools.

Schools of social work and schools of nursing have existed side by side on many large university campuses in this country for a number of years and share certain similarities. Indeed, in earlier years, both of these "helping professions" shared difficulties in becoming established in higher education and in defining the educational preparation necessary for their professions. In the replication of a social work study, the American Association of Colleges of Nursing studied deans and former deans from 319 schools of nursing with undergraduate programs and 146 schools with both undergraduate and graduate programs. This was a much larger population than the seventy-five deans in the social work study, which was limited to graduate schools of social work. In spite of these differences in level and size of sample, similarities between the two groups of deans emerged.

Few deans of either social work or nursing had planned a career as dean. Over two-thirds of each group were apparently thrust into the dean's position. Although social work deans came to their positions with more than twice as much administrative experience as nursing deans, respondents

from both professions designated prior academic administrative experience as the best preparation for the deanship. In general, similar factors–finances and faculty–made the deanship difficult and demanding in nursing and social work. While the study revealed a number of interesting relationships, if the social work findings had been compared only to graduate programs in nursing, the results may have been different.

In the comparisons between the two groups, it is noted that women account for 97.4 percent of nursing deans and men for 83 percent of social work deans. When thinking about this difference, an idea, which may seem irrelevant, occurred to me. First, a bit of history.

Those of us who have appreciated the opportunity to share colleagueship with social work deans and faculties over about a thirty year period can recall that early social work deans tended to be women. Societal and educational changes over the years have brought men into the social work field and more recently into leadership positions in both practice and education.

While thinking about the group of social work deans being predominantly women in the early years and now made up of a majority of men, my mind shifted to another health profession–pharmacy. Schools of pharmacy have gradually attracted many women students, currently 51 percent of the total enrollment. Presently the deans of all seventy-two schools of pharmacy are men. Within the next twenty years, I project that the most able pharmacy women graduates will be moving into deanships. This is only one example of the issues and questions that the findings of this study might generate.

This report of a survey of deans and former deans of nursing has potential for stimulating new approaches to resolving the perennial leadership crisis in academic nursing. Certainly the wealth of data will provide many thoughtful hours for both deans and future deans.

Marion I. Murphy R.N., Ph.D., F.A.A.N., Executive Director
The American Association of Colleges of Nursing

PREFACE

In 1979 three professors from the College of Social Work at the University of South Carolina-Columbia published *On Minding the Store: Research on the Social Work Deanship*, a descriptive survey of deans of social work (Gandy, Randolph, and Raymond 1979). The impetus for the study had come from the turnover in the dean's position in the eighty-eight accredited graduate schools of social work in the United States. The purpose of the study was to identify factors that contributed to one-fourth to one-third of these positions being vacant or occupied by an acting, retiring, or resigning dean at any given time. In addition, the study would contribute to the body of literature about the social work deanship and describe the experiences of individuals who had held the position.

A number of similarities were evident between the problems identified in the social work study and those discussed informally among deans of nursing. Throughout this report, the term "dean" is used when referring to chief executives in academic nursing units whether they are called dean, director, chair, head, or by another title. One of the major factors leading to the submission in 1979 of the Special Project Grant application, Continuing Education for Nurse Academic Administrators, to the Division of Nursing, USPHS, was the leadership or deanship crisis in nursing. The subsequent approval and funding of the Project* provided a group of

*Grant #5 D10 NU 23035

workshops, called the Executive Development Series, to assist new and future deans become acquainted with their responsibilities and a network for identifying prospective deans of nursing. The Project also provided the opportunity to collect data about the position of dean of nursing and the individuals holding such positions. The decision to replicate the social work dean survey in collecting these data allowed comparisons between the two groups of deans.

The monograph is divided into three parts. The first part describes the methodology and findings from the survey of 465 current and former deans of nursing. Descriptive data from a 48-item questionnaire are presented and significant relationships that were found during the analysis of more than 100 variables are discussed. In the second section of the monograph the findings of the nursing survey are compared with those from the social work study. Conclusions and future directions along with significant findings from the two studies are presented in the final section.

Although a five year period elapsed between the two surveys, only salary data were affected in a major way. Since salary data for nursing deans are reported annually by the American Association of Colleges of Nursing and for college and university administrators by *The Chronicle of Higher Education*, this was not considered a problem.

Many individuals contributed to the study and its publication. Deans of nursing are called upon to complete one questionnaire after another. The 465 deans and former deans who responded to this questionnaire deserve special acknowledgment—without their willingness to respond to eleven pages of questions and to share their opinions and experiences candidly and thoughtfully, the study would not have been possible. Special appreciation goes to John T. Gandy, Jerry L. Randolph, and Frank B. Raymond, at the University of South Carolina, for their foresight in conducting the social work study and especially to Frank Raymond, now Dean of Social Work at the University, for his encouragement and offers of assistance.

The original idea for conducting a study came from Mary Kelly Mullane and the Task Force to Prepare a Proposal

and a Seminar for the Development of Educational Opportunities for Deans. The subsequent proposal referred to the dearth of information about the dean of nursing position and the need for a data base for future action. Ann M. Douglas, Project Director from 1979 to 1981, put these ideas into reality when she initiated the deans' survey early in 1981.

Throughout the study Marion I. Murphy, AACN Executive Director; Kip Lester, AACN Deputy Director; and the eight members of the Project Advisory Committee offered a stimulating balance of support, encouragement, and challenge. The statistical analyses were under the direction of Paul Jolly who also provided helpful consultation and read the entire manuscript.

Cecelia Cunilio, Assistant Project Director, assisted with many aspects of the survey and coordinated the publication of the report. Janie Bigelow and Manila Boyd, Project Secretaries, assisted with the coding and efficiently carried out the essential activities of typing, copying, and collating.

Each of these individuals contributed to the success of the study and their interest and participation are acknowledge with appreciation.

PART I

The Descriptive Survey

METHODOLOGY

One of the objectives of the Continuing Education for Nurse Academic Administrators Project was to collect data that would be useful in resolving the leadership crisis in nursing. Rather than develop and conduct yet another survey, the decision was made to replicate a study of social work deans (Gandy, Randolph and Raymond 1979). The value of using a tested instrument and the possibility of making comparisons between two groups of academic deans were enhanced by the similarities evident in the two groups. These similarities included the practice nature of the two disciplines, the semi-professional status of each, and the relative recency of both nursing and social work on the university campus.

A number of differences between nursing and social work were evident as well, namely, the size of the populations, the educational levels—nursing primarily at the undergraduate and social work at the graduate—and the preponderance of men social work deans and women deans of nursing. Other similarities and differences will be discussed in the comparison of the findings from the two studies.

The Study Design

The social work research was conducted as a descriptive survey based on a literature search about the social work deanship and the authors' assumptions about the dean's

position.* Demographic data, characteristics of the system, and expectations of deans about the position spoke to the following questions in the social work study:

1. What are the demographic characteristics of present and former deans of graduate programs of social work?
2. Are there any demographic characteristics of present and former deans that are significantly related to remaining in the post?
3. What are the characteristics of the systems in which social work deans function?
4. Are there any system characteristics that are significantly related to remaining in the post?
5. How do deans perceive the post of the social work dean?
6. Are there any components of deans' perceptions of the post that are significantly related to the deans remaining in this position?

These questions were revised slightly and a seventh was added for the survey of nursing deans.

1. What are the demographic characteristics of present and former deans of nursing?
2. Are there demographic characteristics of present and former deans that are significantly related to remaining in the post?
3. What are the characteristics of the systems in which nursing deans function?
4. Are there system characteristics that are significantly related to remaining in the post?

*Pertinent references from the social work study are included in the list of references.

5. How do deans perceive the post of the nursing dean?
6. Are there components of deans' perceptions of the post that are significantly related to the deans remaining in the position?
7. What are the similarities and differences in the characteristics and perceptions of deans of nursing and deans of social work?

The population of the original study included both deans and former deans. For this study the names of 495 deans of nursing were obtained from the membership rolls of the American Association of Colleges of Nursing (AACN) and the Council of Baccalaureate and Higher Degree Programs, National League for Nursing. The names of 124 individuals, who had served as dean of nursing between July 1, 1976, and June 30, 1981, but not after July 1, 1981, were identified through annual AACN membership lists from 1976 through 1982 and news items in nursing publications.

Data Collection Instrument

The questionnaire, which was divided into four sections, consisted of twenty-eight items with stated choices, eighteen items requesting brief responses to open-ended questions, and two open-ended questions requiring more extensive responses (Appendix A). A number of the items involved several parts.

The first section of the questionnaire included eleven items requesting background information. The second section with ten items assessed the dean's perception of the nursing deanship. Items in this section required the respondent to express opinions concerning the role of the dean. The third part of the questionnaire included fourteen questions about the system in which the dean worked such as the number of students and faculty, the relationship of nursing to the university, and the programs offered by the school. The last part elicited information about the distribution of re-

sponsibility within the program and opinions about leaving the position and turnover of deans of nursing.

The social work professors pre-tested the instrument by sending it to deans of fourteen graduate departments at the University of South Carolina who were asked to complete the questionnaire and make suggestions. Based on their suggestions, changes were made to ensure that the items were clear and readily understood.

An editorial revision of the questionnaire was necessary before replicating the study to assure that deans of nursing would have appropriate categories for response and would understand the intent of the questions. For example, the list of earned academic degrees of deans of social work in Part I, item 7, included five options: M.S.W., M.A. (other than social work), D.S.W., Ph.D. (social work), and Doctorate (other than social work). This list was revised for the deans of nursing to read: B.S.N., A.B. (other than nursing), M.S.N. or M.A. (nursing), M.S. or M.A. (other than nursing), D.N.Sc., Ph.D. (nursing), and Doctorate (other than nursing).

In the item requesting the type of educational background that best prepares the person for a deanship, Part II, item 4, the options in the two studies were:

Social Work Study	Nursing Study
Social Work	Nursing
Public Administration	Health Administration
Education	Education
Related Sciences	Related Sciences

In some questions, the mere substitution of the word nursing for the phrase social work was sufficient and satisfactory. In a few instances, however, the substitution was confusing to the nursing deans. One example was Part III, question 7, which stated, "What is the relationship of your school or college to the larger university?" The two options on the social work questionnaire were:

Social work is a part of a larger division within the university.

Social work is a separate college or graduate school.

When the word nursing was substituted for social work, the first option was readily understandable; the second was confusing because the word graduate was retained. A number of respondents used the "other" category to indicate that nursing was an autonomous academic unit. Although these were not insurmountable problems, they should be considered in any further use of the questionnaire.

The Study Population

The revised questionnaire was mailed to 495 deans of nursing on July 27, 1981, and to 124 former deans on January 4, 1982. Three of the former deans had left no forwarding addresses and two were deceased, giving a total population of 614 comprised of 492 deans and 119 former deans. The deans included the 278 members of the American Association of Colleges of Nursing and 217 non-members. Former deans had served as dean some time during the five years between July 1, 1976, and June 30, 1981. Follow-up letters with questionnaires were sent twice. A letter and questionnaire were sent to those who had not responded three months after the initial mailing (October 21, 1981, to deans and April 14, 1982, to former deans) and a final letter and questionnaire were sent one month later to those deans and former deans who still had not replied.

A total of 503 questionnaires were returned by June 1, 1982, giving a return of 81.9 percent. Questionnaires from 24 deans and 14 former deans were not usable because they were either not completed or inadequately completed or the respondent did not qualify for the sample. The total number of usable questionnaires was 465 giving a return of 75.7 percent. Among the usable questionnaires, some items were not answered, answered incompletely, or answered in such

a way that they could not be coded. The number of usable responses is indicated for each item and the percent of responses is based on these rather than the total population.

Statistical Analysis

As the questionnaires were returned the respondents were categorized as dean or former dean. In some of the analyses, former deans were divided into two groups, those who left the dean's position for another position and those who retired. Each questionnaire was coded from a guide that was developed based on the results of the social work study.

Descriptive frequencies and percentages were obtained for each of the questions using standard statistical analysis programs. A series of cross-tabulations were prepared to explore the relationships between variables.* In all measures of association, chi-square was used to measure the level of significance. Findings were accepted as significant at the .05 level of confidence.

*Two BMDP Programs by the University of California, Los Angeles, Department of Biomathematics were employed: BMDP2D – Detailed Data Description including Frequencies, and BMDP1F – Two-Way Frequency Tables–Measures of Association.

A survey of 614 deans and former deans of nursing elicited 465 usable questionnaires. A description of the responses to the 48 items on the questionnaire is below. Comparisons between these data and the findings of the social work deans' study are included in Part II and conclusions are presented in Part III.

Background Data

A review of the survey population showed that 83.9 percent were deans at the time they responded to the questionnaire and 16.1 percent were former deans. Fourteen of the current deans were in an acting or interim capacity. The positions that former deans held at the time of the study are enumerated in table 1. Most held teaching positions or had retired. No former dean indicated major involvement in the direct practice of nursing. In the "other" category, there were three each in central university administration and in community activities, two in professional organizations, two students, and two in other nursing education positions. In the remaining discussion in this part responses from both deans and former deans are considered together unless noted otherwise.

Table 1. Present Positions of Former Deans

Position	Frequency	Percent
Faculty	30	40.5
Retired	18	24.3
Nursing Administrator: Education or Service	11	14.9
Research	2	2.7
Consultation	1	1.4
Direct Nursing Practice	0	0.0
Other	12	16.2

N = 74

Respondents were asked to indicate the schools in which they had held the dean's position and the number of years at each. Only 398 responded to the first part of the item and 387 to the second. Of those responding, 78.9 percent were in their first dean's position, 16.1 percent in their second, 3.5 percent in third, and 1.5 percent in fourth. No one indicated holding deans' positions in more than four schools. The respondents had served as dean from one to twenty-eight years with a mean of 6.6 years. Almost 50 percent had served four years or less. The years served are illustrated in table 2.

Table 2. Years Served as Dean

Years Served	Frequency	Percent
2 or less	103	26.6
3 – 4	84	21.7
5 – 6	48	12.4
7 – 8	40	10.3
9 – 10	33	8.5
11 – 12	25	6.5
13 – 14	28	7.2
15 – 16	12	3.1
17 – 18	2	0.5
19 – 20	4	1.0
21 or more	8	2.1

N = 387; Mode: 2 years or less; Mean: 6.6 years; Range: 1 to 28 years

The number of years of administrative experience prior to the first appointment as dean is illustrated in table 3. The majority of the respondents had five years or less of administrative experience before becoming dean and almost a third had two years or less.

Table 3. Amount of Administrative Experience Prior to Initial Dean's Position

Number of Years	Frequency	Percent
2 or less	147	32.5
3 – 5	116	25.6
6 – 8	75	16.6
9 – 11	34	7.5
12 – 14	35	7.7
15 – 17	20	4.4
18 – 20	18	4.0
21 – 23	6	1.3
24 – 26	1	0.2
27 or more	1	0.2

N = 453; Mode: 2 years or less; Mean: 2.7 years

Respondents were asked to describe their prior administrative experience. These experiences were classified into four groups, namely, academic administration, other educational administration, non-educational administration, and no prior administration. The distribution is given in table 4. Academic administration was defined as formal administrative experience in a university or college setting. While numerous respondents indicated prior academic administration as a course coordinator, project director, or team leader, these were not considered formal academic roles. Other educational administration included director and assistant director positions of diploma programs or practical nurse programs. Non-educational administration was limited to non-educational organizations, primarily health care agencies, but also professional associations, state boards, and federal agencies. In classifying responses, only one experience was

coded from each respondent beginning with academic, then other educational, and finally non-academic administration. Many who had experience in the first category also had held other administrative positions. The intent of the grouping was not to diminish any type of administrative experience but to test the assumption that in higher education deans come through the ranks. The data show that in this group of deans 49.2 percent had prior academic administrative experience, while 50.8 percent did not. It is noteworthy that almost 15 percent had no administrative experience prior to taking the dean's position. A number of those who had no prior administration attempted to justify their lack of experience with references to graduate courses. While these experiences may have been helpful in the dean's role, they were not categorized as formal administrative experience in the survey. There was no significant difference between the amount of prior administrative experience reported by deans and former deans.

Table 4. Administrative Experience Prior to Initial Dean's Position

Administrative Experience	Frequency	Percent
Academic	218	49.2
Non-educational	109	24.6
No Administration	65	14.7
Other Educational	51	11.5

N = 443

As expected, an overwhelming majority of the respondents, 97.4 percent, were women. Slightly over one-half of the sample, 51.2 percent, were fifty years of age or younger. Table 5 illustrates the distribution of deans by age and sex.

Table 5. Deans by Age and Sex

Age (in years)	Female Deans		Male Deans	
	Frequency	Cumulative Percent	Frequency	Cumulative Percent
30 or younger	1	0.2	0	0.0
31 – 35	14	3.3	0	0.0
36 – 40	50	14.3	4	33.3
41 – 45	92	34.7	4	66.7
46 – 50	72	50.7	1	75.0
51 – 55	90	70.7	1	83.3
56 – 60	76	87.5	0	83.3
61 – 65	37	95.7	1	91.7
66 or older	19	100.0	1	100.0
TOTAL	451		12	

N = 463

Two of the male respondents were former deans while ten were deans giving the same distribution of males and females in the two groups. Seventy-five percent of the male deans were fifty years of age or less while 50.7 percent of the women deans were in this age group. The fifteen youngest deans, 35 years old or younger, were all women. A comparison of deans and former deans by age in table 6 demonstrates the age difference between the two groups.

Table 6. Deans and Former Deans by Age

Age (in years)	Deans		Former Deans	
	Frequency	Cumulative Percent	Frequency	Cumulative Percent
30 or younger	1	0.3	0	0.0
31 – 35	14	3.9	0	0.0
36 – 40	50	16.7	4	5.4
41 – 45	86	38.8	10	18.9
46 – 50	66	55.8	7	28.4
51 – 55	78	75.8	13	46.0
56 – 60	61	91.5	15	66.2
61 – 65	25	97.9	13	83.8
66 or older	8	100.0	12	100.0

N = 463; deans = 389; former deans = 74

Just over 77 percent of the respondents held doctoral degrees with only one out of every six of these degrees in nursing, nursing education, or nursing science. The highest degree of 7 percent of the deans was a non-nursing master's degree and, of 16 percent, a master of nursing.

Data collected about deans' salaries are not presented here, although comparative data are included in Part II. During the five years between the development of the original social work questionnaire and the nursing study, salary increases made the salary ranges in the questionnaire unrealistic. In addition, detailed salary data are collected and distributed annually by the American Association of Colleges of Nursing.

Annual supplemental income reported by deans is illustrated in table 7. Most deans of nursing reported little supplemental income with less than 8 percent receiving more than $4,000 annually. Eight deans reported more than $10,000 annually in addition to their university salaries.

Table 7. Annual Supplemental Income

Supplemental Income	Frequency	Percent
$2,000 or less	338	77.9
$2,001 – $4,000	62	14.3
$4,001 – $6,000	11	2.5
$6,001 – $8,000	8	1.8
$8,001 – $10,000	7	1.6
$10,001 – $12,000	6	1.4
$12,001 – $14,000	1	0.2
$14,001 or more	1	0.2

N = 434

Deans were asked to indicate the number of hours they devoted to school and professional activities during an average week. The mode, mean, and range of hours of selected activities are enumerated in table 8. Deans who reported

percent of time rather than hours and those who reported less than thirty-six hours per week were excluded from the analysis. A great variation existed, especially in the amount of time spent in school responsibilities, with twenty-two deans reporting sixty hours per week or more. The four other activities occupied only a small proportion of the dean's attention. Slightly over 50 percent of the deans reported no involvement in professional writing, 44 percent reported no regular consultation, and almost 20 percent were not involved in professional organizations on the national level. About 12 percent reported no community activities. The average work week for deans, excluding doctoral study or other course work, was 52.2 hours.

Table 8. Amount of Time Spent in Selected Activities

Activity	Hours Per Week			Percent Indicating No Such Activity
	Mode	Mean	Range	
School Responsibilities	40	40.3	15–72	.0
Community Activities	2	3.9	0–25	11.9
National Professional Organizations	1	2.6	0–32	19.0
Professional Writing	0	1.6	0–18	50.6
Consultation	0	1.5	0–40	44.0
Other	0	1.8	0–30	74.9

N = 411

Respondents were asked to indicate other activities and ninety-three specified twenty-five activities including doctoral study. The seven activities mentioned most frequently are displayed in table 9. No other activity was mentioned by more than three participants.

The finding that 50.6 percent of the deans devoted no time to professional writing was consistent with the small number of publications they reported. Table 10 compares the number of publications that deans reported they had before and after taking the dean's position and the percent of change. Over 25 percent had not published prior to their

deanship. This group increased to 31.6 percent after becoming dean. The mean number of publications for the group was 11.5 prior to the deanship and 9.8 while a dean, an average decrease of 1.7 publications.

Table 9. Amount of Time Deans Devote to "Other" Activities

Activity	Frequency	Mean Hours Per Week	Range of Hours
Teaching	21	9.6	2 – 30
Local and State Activities	14	3.1	1 – 5
Doctoral Study	13	10.6	3 – 20
University-wide Activities	9	6.1	2 – 10
Research	9	5.4	2 – 16
State Board	8	5.9	2 – 10
Clinical Practice	8	6.1	2 – 12

N = 82

Table 10. Publishing Activity Prior To and During the Deanship

Number of Publications	Frequency	
	Prior to Deanship	While a Dean
None	107	131
1 – 10	181	199
11 – 20	58	36
21 – 30	24	13
31 – 40	10	10
41 – 50	6	3
51 – 60	9	8
61 – 70	6	1
71 and over	12	12
Mean Number of Publications	11.5	9.8

N = 413

Perceptions of the Dean's Job

The next series of questions focused on deans' perceptions of their positions. Participants were asked whether they saw the dean's position as the end goal of their career and whether they intended to move into some other position. Only 20 percent of the deans viewed the position as the end goal of their nursing career, 65 percent did not, and 15 percent were undecided. Although two-thirds did not view the dean's position as an end goal, only 34.2 percent stated that they planned to move into another position from the deanship. About one-third did not anticipate such a move and one-third were undecided.

Deans who indicated that their goal was to move into another position were asked the type of position that they would like to assume. The positions and the number who indicated each were:

Professor	57
Higher Education Administration	48
Consultation	16
Other Higher Education Position	15
Nursing Practice or Nursing Service Administration	15
Out of Nursing	5
Research	3

A number of respondents made interesting comments related to this question. Six of the former deans who had become professors expressed the opinion that they had arrived at their goal. One stated, "The position I have now—teaching," and another, "I am faculty—my first interest." One of the deans who had no goal to move into a different position, stated that she would if she were younger and related, "I passed up the opportunity to be vice president several years ago. I feel differently now . . . we ought to have some nurses as college and university presidents." Forty-eight of the respondents indicated interest in central higher education administration and only fifteen of these mentioned the presidency.

Three questions dealt with the preparation of individuals for the dean's position. Almost 64 percent of the respondents expressed the belief that new deans were not adequately prepared for the position, 13.2 percent believed that deans were prepared, and 23.1 percent were undecided. One dean, who indicated that most deans were not prepared at the time of their appointment, added the following:

> It's impossible. I'm not sure what I'm supposed to do except handle everything. My superior says solve all the problems and keep the department quiet. Now, I ask you!

One who felt differently said, "Probably deans of nursing are as prepared as other deans—we underrate ourselves."

The subjects were asked to check the best educational preparation and the best employment background for becoming a dean. So many respondents selected two or more options that additional categories were developed during the coding. The results for these two questions are in tables 11 and 12. The findings demonstrate that over 40 percent

Table 11. Recommended Educational Preparation for a Deanship

Educational Preparation	Frequency	Percent
Nursing, Education, and Administration	181	40.7
Nursing	69	15.5
Education	56	12.6
Educational Administration	55	12.3
Health Administration	15	3.4
Does Not Matter	8	1.8
Related Sciences	4	0.9
All of the Above	7	1.6
Other	50	11.2

N = 445

advocated a combination of nursing, education, and administration as the best educational background. Most of the responses categorized as "other" included different combinations of the options such as nursing and related sciences. A number wrote comments that could not be categorized. Some of these related to handling financial and budgetary matters. Eight of the respondents indicated that educational preparation did not matter and [illegible]n felt that a background including all areas was necessary.

Table 12. Recommended Employment Background for a Deanship

Employment Background	Frequency	Percent
Administration in a School of Nursing	155	34.2
Teaching and Administration in a School of Nursing	135	29.8
Teaching, Administration, and Direct Practice	65	14.3
Teaching	36	8.0
Administration in a Health Agency	10	2.2
Direct Practice	8	1.8
Other	44	9.7

N = 453

There was also great diversity in the perceptions of deans about employment background. Over 34 percent believed that an administrative background in a school of nursing was the best preparation for becoming a dean, while 30 percent indicated a combination of teaching and academic administration. Slightly over 14 percent saw the need for experience in all three areas—teaching, administration, and direct practice.

The dean's job includes various activities other than formal administrative responsibilities. Four specific activities in which deans might be involved were listed and respondents were asked to rank them in order of their importance for the dean. Over 65 percent of the 446 who responded to this item ranked other college activities as the most important of

the four. Community activities and national involvement in professional organizations were ranked second and third respectively, but with little difference, 35.2 percent compared to 33.9 percent. Publishing was ranked least important by 52.7 percent. Only 25 of the 446 respondents ranked publishing as most important.

The next three questions in this section related to the dean's perception of faculty conflict, faculty loyalty, and the "ideal" faculty. Deans were asked to check one of five terms on a continuum to describe the function of conflict about professional and educational issues within the faculty. Of the 430 who responded to the item, 64.8 percent viewed conflict as functional, 11.7 percent viewed it as dysfunctional, and 23.5 percent were undecided.

In response to the question concerning the importance of faculty loyalty to the dean, 91.6 percent of the 451 respondents viewed loyalty as important and 3.5 percent labelled it as unimportant; 4.9 percent were undecided. Even those who valued loyalty recognized that there was room for faculty who were not loyal.

The question assessing the dean's perception of an "ideal" faculty requested two descriptive adjectives. Initially, the five characteristics that were reported in the social work study were used for coding; however, more than 40 percent of the nursing responses did not fit in one of these categories. The results of an expanded coding, using eleven categories, are illustrated in table 13. The responses in the "other" category represented over fifty characteristics, none of which was mentioned more than nine times. The characteristics varied from one each for docile, compulsive, relevant, and adventuresome to four for risk taking, six for communicative, eight for honest, and nine for diverse. One dean who did not list any adjectives stated that there was "no such thing as an ideal faculty." The term competent, which was noted by 198 of the respondents, was interpreted to mean faculty competence or a combination of teaching and clinical competence. When the respondent referred to clinical or nursing performance, the response was coded as clinically competent.

Table 13. The Dean's Perception of an "Ideal" Faculty

"Ideal" Faculty Characteristics	Frequency	Percentage of Responses	Percentage of Deans
Competent Faculty	198	22.8	43.2
Committed to School's Purposes	126	14.5	27.5
Innovative, Creative	90	10.4	19.7
Scholarly, Intellectual	76	8.7	16.6
Flexible, Open	58	6.7	12.7
Hardworking, Industrious, Dependable, Conscientious	52	6.0	11.4
Clinically Competent	50	5.8	11.0
Caring, Humanistic	40	4.6	8.7
Capacity for Group Cohesion	38	4.4	8.3
Self-directed	20	2.3	4.4
Other	120	13.8	26.2
TOTAL	868	100.0	

N = 458; some respondents listed only one characteristic.

The final question in this section asked the dean to list three factors in order of priority that made the position of dean difficult and demanding. The five factors listed in the social work study only accounted for 60 percent of the nursing responses so additional categories had to be developed. The factors and the frequency of the responses are included in table 14. Five of the 447 deans who responded to this item stated that there were no problems or that the position was not difficult or demanding. One of these five had been in the position for one month. One respondent listed three factors and added, "I don't perceive the job (of dean) as any more difficult than others I have held." Factors in the "other" category were indicated by ten or fewer respondents. Some of these and their frequency were: communication and interpersonal relations–10 respondents, lack of preparation–8, curriculum–7, accreditation–6, and presence of ex-dean–1.

Table 14. Difficult and Demanding Factors of the Dean's Position

Factors	Frequency	Percentage of Responses	Percentage of Deans
Faculty Problems	290	22.9	64.9
Financial Problems	196	15.4	43.9
Time Pressures, Paper Work, Meetings	190	15.0	42.5
Variety of Responsibilities	133	10.5	29.8
Position of Professional School Within University	97	7.6	21.7
Pressures from Special Interest Groups	67	5.3	15.0
Gap between Service and Education	46	3.6	10.3
Conflict between Professional and Personal Life	38	3.0	8.5
Decisions, Authority, Mid-Management	36	2.8	8.1
Student Problems	24	1.9	5.4
Central Administration	24	1.9	5.4
Lonely, No Peers, No Support System	24	1.9	5.4
Sexism	16	1.3	3.6
Poor Support Staff	15	1.2	3.4
No Problems	5	0.4	1.1
Other	67	5.3	
TOTAL	1268	100.0	

N = 447; some respondents listed only one or two factors.

System Description

The third section of the questionnaire requested information about the system in which the dean worked and the nursing programs. The distribution of programs according to enrollment at each level is illustrated in table 15. Classifications of small and large were established for each degree level for examining relationships between variables and for comparison with social work findings.

Table 15. Degree Level and Size of Nursing Program

Degree Level	Category	Frequency	Percent
Baccalaureate	Small (less than 200 students)	175	38.4
	Large (200 or more students)	233	51.1
	No Program	48	10.5
Master's	Small (less than 100 students)	91	20.0
	Large (100 or more students)	55	12.1
	No Program	310	68.0
Doctoral	Small (less than 50 students)	15	3.3
	Large (50 or more students	5	1.1
	No Program	436	95.6

N = 456

Respondents were asked to indicate the percent of the nursing budget that came from state, federal, and private sources (table 16). In each category except federal funds the range was from zero to 100 percent. One school reported receiving 85 percent of its budget from federal funds.

Table 16. Sources of Support of Schools of Nursing

	Percentage of Schools Receiving			
Percent of Budget	State Funds	Federal Funds	Private Funds	Other Funds
None	30.5	28.7	51.3	80.0
1 – 25	9.5	61.8	16.8	6.6
26 – 50	3.4	8.4	4.0	2.9
51 – 75	10.0	0.8	3.2	4.2
76 – 100	46.6	0.3	24.5	6.3
Range	0–100%	0–85%	0–100%	0–100%
Mean	53.4%	9.9%	28.2%	9.8%

N = 380

Faculty data were requested to further describe the system in which the dean worked. Four hundred and thirty-

six deans identified 11,129 full-time faculty by highest degree. Almost 18 percent of these faculty held doctoral degrees, 76.5 percent held master's as their highest degree, and 5.6 percent a baccalaureate. Twenty-nine percent of the doctoral degrees were in nursing and 71 percent were in other fields. At the master's level, 88.6 percent were in nursing and 11.4 percent in other fields.

The rank and tenure status of 11,694 faculty from 430 schools is reported in table 17. The average school of nursing in the sample had eight tenured and eighteen untenured faculty. Of the untenured faculty eight held the rank of instructor or lecturer.

Table 17. Faculty by Rank and Tenure Status

Rank	Percentage of Faculty Who Were		Total
	Tenured	Untenured	
Professor	5.7	2.1	7.8
Associate Professor	12.6	5.5	18.1
Assistant Professor	11.0	31.9	42.9
Instructor	NA	5.8	5.8
Lecturer	NA	25.4	25.4
TOTAL	29.3	70.7	100.0

N = 430

Respondents were asked to report the number of full-time faculty, other than the dean, with administrative and teaching responsibilities. Of the 10,224 faculty in 429 schools, 85 percent had teaching responsibilities only, 12 percent had both teaching and administrative responsibilities, and 3 percent had administrative responsibilities only. The modal length of time that faculty members had taught at the school as reported by the dean is given in table 18.

Approximately 55 percent of 391 deans reported that the nursing program was a separate college or school while 45 percent said that it was part of a larger division within the university. Those who checked "other" were discarded because of the confusing terminology of the item. Responses

to the question requesting the title of the dean's immediate superior indicated that 52 percent reported to the president, provost, or vice president; 33 percent reported to a dean; and 15 percent to another person such as division head, director, or associate dean.

Table 18. Modal Length of Faculty Appointments

Years	Frequency	Percent
2 or less	63	17.8
3 – 4	128	36.5
5 – 6	86	24.5
7 – 8	43	12.2
9 – 10	19	5.4
11 – 12	6	1.8
13 – 14	1	0.3
15 or more	5	1.4

N = 351; Mode: 3 years; Range: 1 to 20 years; Mean: 4.75 years

Deans were asked to describe the attitude of their superiors toward them and their programs. The overwhelming response to both questions was favorable with only 2.4 percent indicating unfavorable or unknown concerning the attitude toward the dean and 3.5 percent toward the program.

Slightly over 80 percent of the schools offered a faculty development program while 65 percent offered continuing education. Almost 40 percent of the deans rated the school's involvement with the community as high, 50 percent as medium, and the remaining 10 percent at a low level.

The final question in this section asked deans to list two adjectives that described their faculty. Responses were coded positive, negative, or neutral. Positive and negative descriptions were further coded into categories (table 19). Of the 840 responses, 81 percent were positive, 9 percent negative, and 10 percent neutral. The three characteristics mentioned most frequently were: committed to the purpose of the school; hard working, industrious and conscientious; and competent. The "other" positive category included 57

characteristics, none of which was mentioned by more than ten deans. Some terms that were mentioned five times or more were honest, involved, friendly, and independent.

Table 19. Characteristics of Faculty as Perceived by the Dean

Characteristic	Frequency	Percentage of Responses	Percentage of Deans
Positive			
Committed to Purpose of School	165	19.5	38.6
Hard working, Industrious, Conscientious	95	11.2	22.2
Competent Faculty	93	11.0	21.7
Motivated, Enthusiastic	53	6.2	12.4
Innovative, Creative	42	5.0	9.8
Caring, Concerned	35	4.1	8.2
Clinically Competent	31	3.7	7.2
Capacity for Group Cohesion	29	3.4	6.8
Scholarly	20	2.4	4.7
Flexible, Open to Change	13	1.5	3.0
Other	112	13.2	26.2
Total Positive Characteristics	688	81.2	
Negative			
Overworked	16	1.9	3.7
Inexperienced, Unprepared	15	1.8	3.5
Other	43	5.1	10.1
Total Negative Characteristics	74	8.8	
Neutral			
Total Neutral Characteristics	85	10.0	19.9
TOTAL CHARACTERISTICS	847	100.0	

N = 428; some deans listed one characteristic only

Two characteristics accounted for 40 percent of the seventy-four negative responses. There were sixteen deans who described the faculty as overworked and fifteen as inexperienced or unprepared. Thirty-four other negative characteristics were mentioned, usually by one or two

respondents. Some of the terms were angry, passive, visionless, wary of administration, and distrustful.

If a characteristic could not be classified clearly as positive or negative it was coded as neutral. Of the eighty-five terms in this category, twenty-nine referred to demographic characteristics such as marital status, age, race, and sex and three referred to the size of the faculty group. There were fifty-three other descriptions in this category such as developing, relatively non-defensive, teachers, and methodical.

Responsibilities

The final section of the questionnaire focused on responsibilities of the dean and faculty. Data presented in table 20

Table 20. Decision-Making Responsibility in the School of Nursing

Responsibility	Category	Frequency	Percent
Hire Faculty (N = 457)	Dean	268	58.8
	A Committee	29	6.4
	Entire Faculty	8	1.8
	Other	151	33.1
Curriculum Decisions (N = 453)	Dean	120	26.5
	Associate Dean	25	5.5
	Assistant Dean	11	2.4
	Curriculum Chair	106	23.4
	Other	191	42.2
Budget Decisions (N = 457)	Dean	362	79.9
	Associate or Assistant Dean	1	0.2
	Other	90	19.9
Chair Faculty Meeting (N = 458)	Dean	377	82.5
	Associate or Assistant Dean	6	1.3
	Combination of Above	9	2.0
	Other	65	14.2

for four areas of responsibility show that 82.5 percent of deans chaired faculty meetings, 79.9 percent made budget decisions, and 58.8 percent made decisions about hiring faculty. Only 26.5 percent of the deans labelled themselves as the key person involved in curriculum decisions. Most of the "other" responses to the four questions specified joint responsibility between the dean and faculty for these decision-making activities.

A related question asked the dean's perception of the distribution of authority in the school of nursing. In 43 percent of the schools authority rested largely with the dean, in 31 percent it was shared with others, and in the smallest group, 26 percent, authority was spread among faculty.

Almost 75 percent of the deans reported that they had taught a course during the previous year. In addition, other deans lectured on occasion or participated in team teaching. Of those who taught, 25 percent listed research and 25 percent issues and trends as their course content. About 14 percent of the respondents indicated that they taught clinical nursing courses.

All but 2 of 433 deans considered that the majority of the faculty were loyal to them, while over 80 percent reported that they allowed or encouraged conflict in formal faculty discussion.

Deans were asked to specify up to four primary responsibilities of associate and assistant deans if these positions existed in their programs. Of the 412 deans responding to this question only 12.6 percent had both associate and assistant deans, 15.8 percent had associate deans, and 16 percent had assistant deans. Eight areas of responsibility are ranked for the 117 associate deans and the 118 assistant deans in table 21. Associate dean responsibilities ranged from 60 percent who were concerned with student affairs to 15 percent who served as dean substitutes, while assistant dean responsibilities ranged from 89 percent in student affairs to 10 percent as dean substitutes.

Respondents were asked to rank federal regulations, accreditation standards, and program funding according to how problematic these factors were to them as deans.

Table 21. Rank Order of Primary Responsibilities of Associate and Assistant Deans

Responsibility	Associate Dean	Assistant Dean
Student Affairs	1	1
Curriculum, Course Scheduling	2	2
Faculty	3	4
Internal Operations	4	3
Admissions	5	7
Budget, Grants	6	5
Practicum, Field Experience	7	6
Dean Substitute	8	8

N = 412

Additional factors could be added or substituted for those included in the question. The factor that was ranked most problematic was securing program funding; compliance with accreditation standards ranked second and compliance with federal regulations third. Fifteen percent of the deans did not perceive program funding or accreditation standards as problematic, while 27 percent did not rank federal regulations. Sixty-two of the deans added factors with faculty recruitment being stated most frequently. Other factors that were identified as problematic were: complying with state standards, interpreting nursing to the university, and curriculum development and revision.

The last two questions in the survey were open-ended. One asked respondents to complete the following statement: "I would quit being dean if . . ." Up to three responses were coded from each questionnaire. Table 22 lists the responses by category and the frequency of each. Of the 422 deans who responded to this item, 36 stated that they would not quit and planned to continue as dean until required to retire. A number of deans stated they were appointed to serve in the position until someone completed a doctoral program or someone who was better prepared could be found.

Table 22. Responses to "I would quit being dean if . . ."

Response	Frequency	Percentage of Responses	Percentage of Deans
Could no longer achieve my goal, job unrewarding, too much stress.	148	24.6	35.1
Lacked faculty and administrative *support*.	110	18.3	26.1
Lacked autonomy or university imposed things.	95	15.8	22.5
Had a better offer or promotion; had accomplished goals.	92	15.3	21.8
Had to retire; I would not quit.	36	6.0	8.5
Had budget reduced.	35	5.8	8.3
Was unprepared and better prepared person available.	30	5.0	7.1
Had personal or family problems caused by position.	21	3.5	5.0
Could no longer teach and write.	19	3.1	4.5
Other	16	2.6	3.8
TOTAL	602	100.0	

N = 422; some respondents gave one or two reasons only.

The other open-ended question, and the final one in the survey, asked respondents for their opinions concerning the turnover in deanships. Up to three responses were coded from each questionnaire. One positive reason—taking a better position or moving up the ladder—was given by 34 of the 426 deans who answered this item. A few deans raised the question of whether the turnover was high and one noted that turnover could be a stimulating rather than a negative force in nursing education. The major reasons for turnover and the frequency for each are given in table 23.

The opinions expressed by deans and former deans in response to the question about turnover provided a broad view of the nursing deanship. Some of the comments from deans were:

> Must have a strong ego and really know who you are!

If you're a good dean, you will run counter to other powerful people's agendas.

New administrators have unrealistic expectations about the amount of work, the satisfaction, and the relationships with faculty.

It is not productive to stay in one place for too long.

The deanship is no place for a novice who has had no academic administrative experience in the political and social maze of academia.

Table 23. Factors That Contribute to Turnover in the Deanship

Factor	Frequency	Percentage of Responses	Percentage of Deans
Amount of Stress, Thankless Job, Burnout	216	23.4	50.7
Inadequate Preparation	134	14.5	31.5
Lack of Autonomy and Higher Administration Support	111	12.0	26.1
Faculty Unrest and Problems	91	9.9	21.4
No Prestige, Status, Real Authority	62	6.7	14.6
Unrealistic Expectations	54	5.9	12.6
Funding Problems	52	5.6	12.2
Up the Ladder, Moving On	38	4.1	8.9
Lack of Time to Write, Teach, Do Research	35	3.8	8.2
Higher Education Dominated by Males	25	2.7	5.9
Poor Interpersonal Relationships	23	2.5	5.4
Poor Selection Process	22	2.4	5.2
Difficulty Complying with Regulations	11	1.2	2.6
Student Problems	7	0.8	1.6
Other	42	4.5	9.9
TOTAL	923	100.0	

N = 425; some gave one or two reasons only.

> Nursing faculty are not socialized into the academic setting. Until there are more qualified faculty, deans can only hope to tolerate a situation for a minimum number of years.

One former dean stated that being a dean is "like the bottom part of a double boiler; you get the heat from below and don't know what is cooking above."

Many deans added positive statements to the problems they enumerated. One dean said,

> I like being dean. You need to like the job, somewhat unconditionally, because it has so many difficult parts.

After a lengthy discussion of the problems in the dean's position, a former dean summed up the experience by saying,

> . . . and yet! The six years I was dean were the most rewarding, exciting and demanding years of my career. I would not exchange them for any of the others. I just do not want to do that again.

These comments may have been added by some respondents to temper the emphasis in the questionnaire on problems and difficulties in the dean's position. A question focusing on the challenges and satisfaction of the position, probably would have stimulated many similar comments.

Relationships among the variables were tested using chi-square. Significant relationships were found between current, former, and retired deans and three variables: the goal to move into another position, the superior's attitude toward the dean, and the superior's attitude toward the nursing program.

Table 24 illustrates the relationship between the dean's status and the goal to move into another position. Former deans, that is, those who left the position for another position rather than to retire, were more likely to have such a goal.

Table 24. Goal to Move to Another Position and the Status of the Dean

Goal to Move to Another Position	Percentage of Deans Who Were		
	Current	Former	Retired
Yes	32.9	50.0	13.3
No	30.5	26.9	80.0
Undecided	36.6	23.1	6.7

$N = 447; \chi^2 = 23.306; p. < .0001$, significant

As might be expected, former deans more frequently described their superior's attitude toward the dean and the program as unfavorable than did either current or retired deans. These relationships are illustrated in tables 25 and 26.

Table 25. Superior's Attitude Toward Dean and the Status of the Dean

Attitude	Percentage of Deans Who Were		
	Current	Former	Retired
Favorable	98.7	88.9	100.0
Unfavorable	.3	9.2	0.0
Unknown	1.0	1.9	0.0

$N = 458; \chi^2 = 30.499; p. < .0001$, significant

Table 26. Superior's Attitude Toward Nursing Program and the Status of the Dean

Attitude	Percentage of Deans Who Were		
	Current	Former	Retired
Favorable	97.7	87.0	100.0
Unfavorable	1.0	9.3	0.0
Unknown	1.3	3.7	0.0

$N = 459; \chi^2 = 19.375; p. < .0007$, significant

The relationship between what deans considered important responsibilities and their actual involvement in those activities was significant for publications, but not for involvement in either community activities or professional organizations. Table 27 shows the relationship between the importance of publishing and the number of publications. Deans who considered publishing an important responsibility reported a larger number of publications.

Significant relationships were found between the size of the baccalaureate program and a number of variables. There was a positive relationship between the size of the program and the percent of the budget from federal funds (table 28). Programs with 200 students or more made more use of federal funds than did programs with less than 200 students. The relationship between the size of the graduate program and the use of federal funds was not analyzed.

Table 27. Dean's Publications and Importance of Publishing

Number of Publications	Percentage of Deans Who Ranked Publishing As			
	First	Second	Third	Fourth
None	14.3	28.9	31.8	32.6
1 – 4	28.6	25.0	29.1	38.2
5 – 9	23.8	7.7	20.0	11.3
10 or more	33.3	38.5	19.1	17.9

N = 395; χ^2 = 22.105; p. < .0086, significant

Table 28. Size of BSN Program and Percentage of Federal Funds

Size of Program	Percentage of Budget from Federal Funds	
	9% or less	10% or more
Small (less than 200 students)	49.0	28.6
Large (200 or more students)	51.0	71.4

N = 341; χ^2 = 14.04; p. < .001, significant

Another interesting relationship was between the size of the baccalaureate program and the perception that complying with accreditation standards was problematic for deans (table 29). Deans of large programs perceived that accreditation standards were more problematic than deans did of smaller schools.

A significant relationship was also found between the size of the baccalaureate program and the use of administrative faculty. Table 30 reveals that large programs were more likely to have faculty who had administrative responsibilities than were small programs. Schools that offered either a master's or doctoral program or both also were more likely to designate administrative responsibility to faculty than were schools with no graduate offerings (table 31).

Table 29. Size of BSN Program and Dean's Perception that Accreditation Standards Were Problematic

Size of Program	Percentage of Deans Perceiving Accreditation Standards As	
	Problematic	Not Problematic
Small (less than 200 students)	27.3	48.8
Large (200 or more students)	72.6	51.1

N = 368; χ^2 = 15.278; p. < .001, significant

Table 30. Size of BSN Program and Use of Administrative Faculty

Size of Program	Percentage of Programs with Administrative Faculty	
	None	1 or More
Small (less than 200 students)	49.3	22.9
Large (200 students or more)	50.7	77.1

N = 384; χ^2 = 20.49; p. < .0001, significant

Table 31. Use of Administrative Faculty and Presence of Graduate Programs

Administrative Faculty	Percentage of Programs with	
	No Master's or Doctoral Offerings	Master's and/or Doctoral Offerings
None	57.25	83.68
One or More	42.75	16.32

N = 426; χ^2 = 34.878; p. < .0001, significant

Finally, the size of the baccalaureate program was significantly related to the level of the school's involvement with the community. Table 32 illustrates that larger schools were

more likely to have a high level of community involvement while smaller schools had a low or medium level of involvement.

Table 32. Size of BSN Program and the Level of School Involvement with the Community

Size of the Program	Percentage of Schools with Low or Medium Involvement in the Community	Percentage of Schools with High Involvement in the Community
Small (less than 200 students)	47.0	36.3
Large (200 or more students)	53.0	63.7

$N = 404; \chi^2 = 4.45; p. < .05$, significant

A significant relationship was found between the size of the program's faculty and the number of publications that the dean reported. Table 33 reveals that deans who reported a faculty of fifteen or more published significantly more than those with a smaller faculty. This was consistent with the positive relationship that was found between the size of program and faculty involvement in administrative responsibilities.

Table 33. Teaching Faculty and Publication Record of the Dean

Number of Teaching Faculty	Percentage of Deans with 4 or less Publications	Percentage of Deans with 5 or more Publications
14 or less	63.1	33.8
15 or more	36.9	66.2

$N = 385; \chi^2 = 30.15; p. < .0001$, significant

Several interesting relationships were found related to the dean's age and experience. Deans who had more experience

were more likely to have a doctorate, although nursing doctorates were more common among deans with four to nine years of experience in the dean's position (table 34). Deans who were fifty-six years of age or older were more likely to have earned a doctoral degree (table 35) and to have more years of experience as a dean (table 36) than deans who were under 55 years old.

Table 34. Dean's Highest Degree and Length of Dean's Experience

	Percentage of Deans with		
Dean's Highest Degree	3 Years or Less as Dean	4 to 9 Years as Dean	10 or more Years as Dean
Master's	5.6	6.2	2.0
Master's-Nursing	21.1	8.2	13.3
Doctoral	61.3	71.9	74.5
Doctoral-Nursing	12.0	13.7	10.2

$N = 386; \chi^2 = 13.2; p. < .04$, significant

Table 35. Dean's Highest Degree and Dean's Age

	Percentage of Deans Who Were		
Dean's Highest Degree	45 Years or Younger	46 to 55 Years	56 Years or Older
Master's	9.8	4.2	5.2
Master's-Nursing	22.1	12.8	13.4
Doctoral	52.2	69.5	73.1
Doctoral-Nursing	16.0	13.4	8.2

$N = 461; \chi^2 = 19.177; p. < .0039$, significant

Table 36. Dean's Age and Years in a Dean's Position

	Percentage of Deans in Dean's Position		
Age	3 Years or Less	4 to 9 Years	10 Years or More
45 Years or Younger	49.3	30.1	8.2
46 to 55 Years	37.3	37.7	31.6
56 Years or Older	13.4	32.2	60.2

$N = 386; \chi^2 = 71.160; p. < .0001$, significant

SUMMARY

The dean's position in nursing is surrounded by an aura of power and hard work, deadlines and meetings, and travel and frustration. The designers of the social work questionnaire stated that they did not feel free to ask pointed questions concerning psychological problems that deans experience. In replicating the survey, we accepted the substance of the prior questionnaire, and the findings were limited by the questions included in the original study.

A group of 465 deans and former deans of nursing were studied in which 84 percent held a dean's position and 16 percent had held the position during the previous five years. Forty percent of former deans were involved in teaching and 24 percent had retired.

Nurses appointed to deans' positions came with little administrative experience and seldom had held more than one deanship during their careers. Almost 15 percent of the deans had no prior administrative experience and only 49.2 percent had held a formal administrative post in a college or university. The average number of years of administration prior to the deanship was 2.7. Eighty percent of the respondents were in their first dean's position and only 5 percent had held three or more deanships. The mean number of years that respondents had served as dean was 6.6.

The dean of nursing usually was a woman (97.4 percent) and was less than fifty years of age (51.4 percent). On the average the twelve male deans were younger, with 66.7 per-

cent being 45 years or younger. Most deans reported minimal supplemental income in addition to their salary.

Deans of nursing devoted 52.2 hours per week to the responsibilities of their positions and profession. In spite of this level of involvement, 44 percent reported no consultation and 50 percent no professional writing. Three percent reported from three to twenty hours per week in doctoral study.

The average number of hours per week that deans devoted to professional writing was 1.5. This was consistent with the low priority that deans gave to publishing as a responsibility and to the small number of publications. Deans reported 11.5 publications prior to taking a dean's position and 9.8 after assuming the position, a 15 percent decrease.

Sixty-five percent of the respondents viewed the dean's position as an interim goal, however, only 34 percent had determined what position they wanted to move to when they left the deanship. The 43 percent of current deans who planned to eventually assume a professorship, was consistent with the 40 percent of former deans who had taken such a position.

A majority of respondents believed that new appointees were not prepared for the dean's position. There was less consensus; however, about the specific educational preparation and employment background that best prepared the dean. An educational preparation combining nursing, education, and administration was suggested by 40 percent and administrative experience in a school of nursing was suggested by 34 percent. Over 95 percent viewed some college or university experience as necessary for prospective deans.

When deans were asked to describe an "ideal" faculty, the two most common descriptions were competent and committed to the school's purpose by 48 percent and 27 percent respectively. In describing their current faculty, deans used the phrases committed to the school's purposes and hard working, industrious, and conscientious most frequently–38 and 22 percent respectively. Scholarly, the expected characteristic of university faculty, was fourth on the list of ideal characteristics and ranked ninth as an actual characteristic.

Faculty problems were mentioned by 65 percent of the respondents as contributing to the difficult and demanding nature of the position. The factor mentioned second in frequency was financial problems. In ranking problems, deans viewed program funding as most problematic, then accreditation standards and federal regulations. Five of the deans stated that the dean's position was not difficult or demanding.

Schools were described in terms of enrollment in programs. Most baccalaureate programs had more than 200 students, most master's degree programs had less than 100 students, and fifteen of the twenty doctoral programs had less than 50 students. The budget of the average school was made up of 53.4 percent state funds, 28.2 percent private funds, 9.9 percent federal funds, and 9.8 percent other funds. Over 28 percent of the schools had no federal funds and over 51 percent no private funds.

Only 18 percent of faculty held doctoral degrees and 5.6 percent held no graduate degree. Deans reported that 30 percent of faculty were tenured and the modal length of faculty appointments was 4.75 years. Over 80 percent of the schools offered a faculty development program.

Deans of nursing perceived that they and their programs enjoyed a favorable opinion from their superiors in 97 percent of programs.

When deans were asked who had final responsibility in making decisions about faculty, budget, and curriculum and who chaired the faculty, chairing the faculty was the most commonly shared responsibility among deans. Eighty-two percent chaired the faculty, 80 percent made budget decisions, 59 percent made decisions about hiring faculty, and 26 percent labeled themselves as the key person in curriculum decisions. In spite of these data, 57 percent of the deans described the distribution of authority in the school as shared or spread among the faculty. The primary responsibilities of both associate and assistant deans of nursing were student affairs, the curriculum, and course scheduling. Fifteen percent of the associate deans and ten percent of assistant deans served as dean substitutes.

Seventy-five percent of deans had taught within the past year, most commonly a course in research or a seminar about issues and trends in nursing.

Ninety percent of deans viewed faculty loyalty as important to the dean and over 99 percent considered that the majority of faculty were loyal to them. In describing the function of conflict, 64.8 percent saw it as functional and 80 percent allowed or encouraged conflict in formal faculty discussion.

Deans predicted that they would leave their positions if they could not achieve their goals or lacked faculty and administrative support. Twenty-two percent would leave if they had a better offer or had accomplished their goals and 8.5 percent would not leave until retirement.

An analysis of more than one hundred variables revealed fourteen significant relationships. Former deans who had left the position for another post rather than retire were less likely to view the dean's position as an end goal. Former dean status also was related to an unfavorable superior's attitude toward the dean and toward the nursing program.

Deans who considered publishing an important responsibility of their position reported spending more time in professional writing and a larger number of publications. Deans who had a faculty of fifteen or more published more than those with fewer faculty.

The size of the baccalaureate program was significantly related to four variables. Programs with 200 or more students used more federal funds, perceived accreditation standards as more problematic, had a higher level of community involvement, and were more likely to have administrative faculty. Schools that offered graduate programs were positively related to the use of administrative faculty.

The length of experience as a dean was related to having a doctorate, although nursing doctorates were more common for deans with four to nine years experience. Deans who were 56 years or older were more likely to hold doctoral degrees and to have more years of experience as dean.

COMPARISONS BETWEEN NURSING AND SOCIAL WORK DEANS

Many nursing educators and deans plead the case that nursing is different from other disciplines and professions in the college and university. The decision to replicate a survey of social work deans made it possible to compile data about two groups of deans and identify similarities and differences. This section provides comparative data about the deans from these two practice disciplines.

The nursing sample was much larger than that from social work, 465 in nursing compared to 75 in social work. Eighty-three percent of the nursing respondents held the dean's position, compared to 63 percent from social work. The remainder in each sample were former deans.

When either nurses or social workers left the dean's position they were most likely to take a teaching position. Almost 60 percent of the former social work deans and 40 percent of the former nursing deans moved into teaching positions. Other position choices varied considerably within the two groups. Social work deans returned to direct practice (16.7 percent) or engaged in consultation (12.5 percent) while nursing deans retired (24.3 percent) or entered other administrative positions in education or service (14.9 percent). None of the former deans of nursing reported major involvement in direct nursing practice compared to the 16.7 percent of former social work deans in practice.

The number of different schools in which respondents had served as deans were very similar for social work and

nursing deans. About 80 percent of each group were in their first dean's position and 15 percent in their second, while the remaining had served in three or more deans' positions. No attempt was made to determine the amount of time deans spent in each position. A comparison of the total number of years in deans' positions and the years of administrative experience prior to the first deanship for nursing and social work deans demonstrates that the latter had more administrative experience in both categories. Figure 1 illustrates the tenure of the two groups, while figure 2 compares prior

Figure 1. Tenure of Nursing and Social Work Deans
(in percentages)

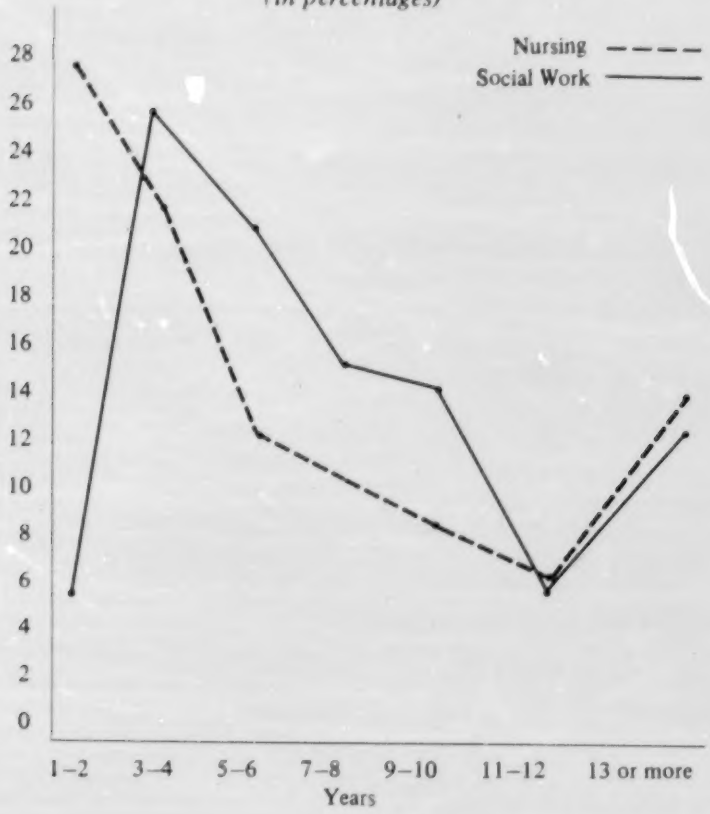
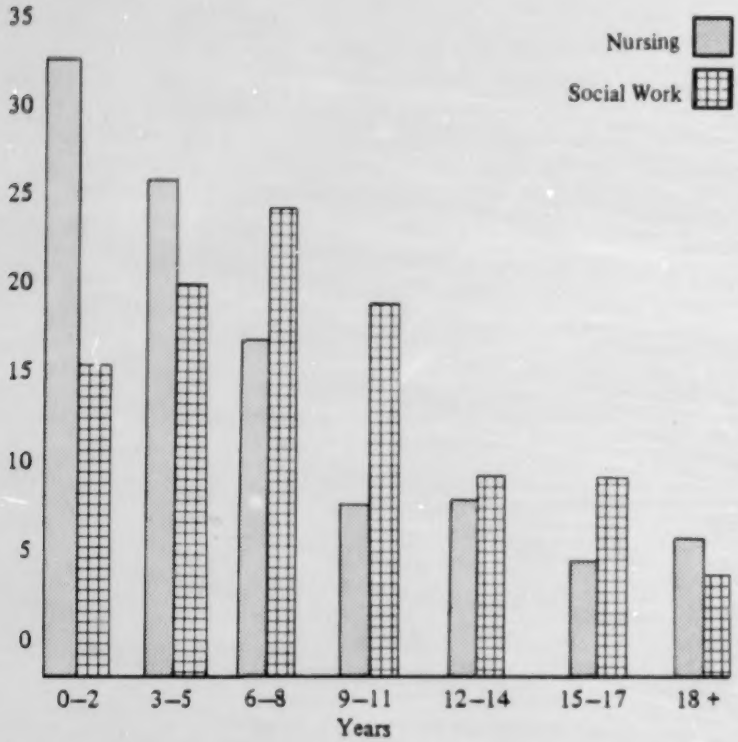


Figure 2. Administrative Experience Prior to Deanship
(in percentages)



administrative experience. The nurse entering the deanship had an average of 2.7 years of administrative experience compared to the social worker with an average of 7.5 years.

As expected, most nursing deans were women and social work deans were men. Women accounted for 97.4 percent of nursing deans and men for 83 percent of social work deans. The age distribution was similar although nursing deans were somewhat younger. All social work deans were 36 years or older but 3.2 percent of the nursing deans were younger than this and one was less than 31 years of age. The average age range of nursing deans was between 46 and 50

years of age; the average for social work deans ranged between 51 and 55 years of age.

In spite of a five year lapse between the two studies, more deans of nursing reported receiving salaries below $26,000 annually than did social work deans (table 37). On the other hand, there was a larger percentage of nursing deans than social work deans receiving salaries higher than $46,000. The even distribution of nursing deans' salaries from below $26,000 to over $46,000 in $5000 increments is interesting compared to the textbook, bell-shaped curve of the social work deans' distribution (table 37). A small annual supplemental income was reported by both groups of deans. About 90 percent of each group earned $4,000 or less annually in supplemental income.

Table 37. Annual University Salary for Deans of Social Work and Nursing

University Salary	Percentage of Deans of	
	Social Work	Nursing
Less than $26,000	8.2	17.9
$26,000 – 31,000	14.8	16.4
$31,001 – 36,000	29.5	18.4
$36,001 – 41,000	24.5	15.3
$41,001 – 46,000	14.8	12.5
More than $46,000	8.2	19.7

The amount of time that the two groups of deans devoted to school and professional activities was similar although social work deans reported a larger range of hours for school responsibilities and nursing deans reported a larger range for community, professional, and consultative activities.

Some interesting differences were identified related to publishing. Almost 95 percent of social work deans had published prior to taking a dean's position, while only 74 percent of the nursing deans had any publications. The mean number of publications that social work deans had prior to taking the position was 19.4 compared to 11.3 as deans.

Nursing deans published 11.5 articles on the average before becoming dean and 9.8 while a dean.

The majority of deans in both disciplines did not view the deanship as the end goal to their career with 69.4 percent of the social work deans and 64.5 percent of the nursing deans responding in this manner. Although 61.4 percent of social work deans indicated a goal of moving from the deanship to another position, only 34.2 percent of the nursing deans expressed the same goal. Since the social work study did not report the type of positions that deans sought, no comparison could be made between the two groups.

Almost 88 percent of the social work deans held doctoral degrees compared to 75 percent of nursing deans. Sixty-eight percent of the social work deans had doctorates in social work, while only 16.6 percent of the nursing deans had doctorates in nursing. This difference may result partly from the few opportunities for doctoral preparation in nursing.

The educational background and previous administrative experience of social work and nursing deans were consistent with the differences the two groups expressed concerning the adequacy of their preparation for the position. Thirty-one percent of the social work deans expressed the belief that new deans were adequately prepared compared to 13 percent of the nursing deans. Thirty-six percent of social work and 64 percent of nursing deans believed that new deans were not adequately prepared.

Social work education was viewed as the best background for the deanship by 64.4 percent of the social work deans, while 15.5 percent of nursing deans viewed nursing as the most appropriate educational background. The educational background viewed as best by 40.7 percent of nursing deans was a combination of nursing, education, and administration. Over 60 percent of the nursing deans and 15 percent of the social work deans expressed the opinion that new deans benefited from an educational background in administration.

Both groups of deans viewed academic administration as the best employment background for a deanship, with the

second choice being a combination of administration and teaching.

Deans from both social work and nursing agreed on the importance of four activities with which they might be involved. College activities other than immediate administrative responsibilities was ranked as most important, community activities second, national professional organizations third, and publishing least important.

Sixty-five percent of nursing deans viewed conflict in the faculty as functional compared to 54 percent of social work deans. One-third of the social work deans viewed conflict as dysfunctional compared to only 12 percent of the nursing deans. About 90 percent of each group rated faculty loyalty as important or very important.

An interesting comparison between the two groups of deans resulted from ranking their perceptions of an ideal faculty (table 38). Social work deans conforming to higher

Table 38. Ideal Faculty Characteristics as Perceived by Social Work and Nursing Deans

Characteristic	Ranking of Deans Of	
	Social Work	Nursing*
Scholarly	1	4
Competent	2	1
Committed to Purpose of School	3	2
Innovative, Creative	4	3
Capacity for Group Cohesion	5	9

*See table 13 for other characteristics.

education expectations ranked scholarliness first. The low ranking of scholarliness by nursing deans and the high importance placed on competence are inconsistent with these expectations. A related question asked deans to describe their faculty. The three adjectives mentioned in order most frequently by social work deans were competent, committed to school purposes, and hard working. The characteristics that nursing deans used were committed to school purposes,

hard working, and competent. While 27 percent of the descriptions of faculty by social work deans were negative, only 8.7 percent of the nursing deans' responses were negative with another 10 percent classified as neutral.

The assumption in the social work study was that the dean's position was difficult and demanding. A comparison of the factors contributing to the difficult and demanding nature of the position for social work and nursing deans is presented in table 39. Despite the increase of financial problems in higher education during the five years between the social work and nursing studies, most deans of nursing identified faculty problems as the major difficulty. Only 45 percent of the social work deans mentioned faculty problems compared to 65 percent of the nursing deans. The percent identifying financial problems was almost reversed for the two groups; 44 percent for nursing deans and 65 percent for social work deans.

Table 39. Factors That Contribute to Difficulty in the Deanship

Factor	Ranking of Deans of	
	Social Work	Nursing*
Financial, Funding Problems	1	2
Faculty Problems	2	1
Position of School in University	3	5
Variety of Responsibilities	4	4
Pressures from Special Interest Groups	5	6

*See table 14 for other factors.

The social work study reported that 20 percent of the programs received at least 50 percent of their support from federal funds. Only 1.8 percent of the deans of nursing reported at least 50 percent of the school's support from federal funds.

Nursing deans described their superior's attitude toward them and toward their program as more favorable than did social work deans. Ninety-eight percent of nursing deans and

90 percent of social work deans viewed their superior's attitude as favorable toward the dean. The superior's attitude toward the program was perceived as favorable by 96.5 percent of nursing deans and 86.7 percent of social work deans.

The responsibility of the dean for chairing faculty meetings was viewed the same by both nursing and social work deans. Social work deans described greater responsibility in two other areas. Ninety-three percent of social work deans had final responsibility for budget decisions compared to 80 percent of the nursing deans, while 68 percent of social work deans made the final decision concerning hiring faculty compared to 59 percent of nursing deans. In terms of curriculum decisions, nursing deans reported more responsibility—16.5 percent compared to 14.8 percent of social work deans. Generally, the two groups of deans perceived that authority in the school rested with the dean and several other persons.

Seventy-five percent of the nursing deans and only 60 percent of the social work deans had taught a course within the past year. Almost 100 percent of each group considered the majority of their faculty loyal to them and 80 percent either allowed or encouraged conflict in formal faculty discussion. Both groups ranked securing program funding as most problematic, compliance with accreditation standards next, and compliance with federal regulations as least problematic of these three factors.

Associate and assistant dean positions were much more common in social work schools than in nursing schools. The social work deans reported that 17 percent of the schools did not have associate dean positions and 23 percent did not have assistant dean positions. Seventy-two percent of the nursing schools did not have associate dean positions and 71 percent did not have assistant dean positions. The primary responsibilities for both associate and assistant deans in nursing were student affairs or curriculum matters. Responsibilities of social work associate deans centered on curriculum matters or the internal operation of the school, while social work assistant deans were concerned with internal operation of the school or admissions.

The responses to "I would quit being a dean if . . ." were similar for nursing and social work deans. Thirty-five percent of the nursing deans and 25 percent of social work deans would leave the dean's position if they could no longer achieve their goals and the position was unrewarding. Twenty-six percent of the nursing deans and 54 percent of the social work deans would leave if they did not have faculty and administrative support.

The five primary reasons given for turnover in deanships were the same for the two groups but with some difference in frequency. Table 40 shows the rank order of the reasons

Table 40. Factors that Contribute to Turnover in the Deanship

Factor	Ranking of Deans of	
	Social Work	Nursing*
Too Much Stress for Money	1	1
Faculty Unrest and Problems	2	4
Funding Problems	3	7
Inadequate Preparation for Job	4	2
Lack of Autonomy and Administrative Support	5	3

*See table 23 for other factors.

given by nursing and social work deans. Fifty percent of both groups of deans suggested that "too much stress for the money" caused the turnover in deanships. Inadequate preparation was cited by 31.5 percent of nursing deans, but by only 21.5 percent of social work deans. Faculty unrest and problems was noted by 30.7 percent of social work deans compared to 21.4 percent of nursing deans. Funding problems, which ranked third for social work deans with 27.7 percent, was mentioned by only 21.4 percent of nursing deans and ranked seventh.

A comparison of the significant relationships between variables that were found in the nursing and social work studies demonstrates both similarities and differences. The

only positive significant relationship found in both studies was between the number of teaching faculty and the number of publications of the dean. In both studies, the larger the faculty, the more publications the dean reported.

The relationships in several cases were reversed. The dean's ranking of compliance with accreditation standards as problematic was negatively related to the size of the program in the social work study, but positively related in the nursing study. Thus, social work deans in small programs perceived accreditation standards as problematic, while nursing deans of large programs ranked these standards as problematic. Reverse relationships were seen also in the following sets of variables: program size and the percent of the budget from federal funds, program size and the number of administrative faculty, and program size and involvement of the school with the community. In the social work study, deans of small programs reported more federal funds, larger number of administrative faculty, and more involvement with the community. In the nursing study these three variables were related to the existence of a large program.

Four sets of variables that were found to be significantly related in the social work study that were not significant in the nursing study were: school involvement in the community and the dean's hours in community activities, school involvement in the community and the dean's ranking of community involvement, the number of administrative faculty and the presence of a faculty development program, and the number of years as a dean and the dean's ranking of the importance of publishing. There were seven sets of variables that were significant in the nursing study that were not in the social work study. Three that were related to whether respondents were current or former deans were the goal to move to another position, the superior's attitude toward the dean, and the superior's attitude toward the nursing program. The number of the dean's publications was significantly related to both the importance ascribed to publishing and the size of the teaching faculty. In addition, the length of the dean's experience and highest degree, the dean's age and highest degree, and the dean's age and the number of

years in a dean's position demonstrated positive relationships.

Conclusions about these similarities and differences are presented in the next part.

PART III
Conclusions and Future Directions

CONCLUSIONS

A survey of 465 deans and former deans of nursing was conducted replicating an earlier study of 75 social work deans and former deans. An eleven page questionnaire was used to collect demographic data, perceptions of the dean's position, descriptions of the work place, and perceptions of the dean's responsibilities. The overwhelming number of data that were collected compounded the task of identifying trends and conclusions. Over 100 variables were analyzed for frequency and association. The report includes all of these.

Based on the results of the study the following six trends and conclusions were identified:

1. Individuals appointed as deans of nursing frequently have minimal educational preparation and experience for the position.

2. There is evidence that deans of nursing experience more problems than they recognize in their relationships with superiors and with faculty.

3. Faculty recruitment, faculty qualifications, relationships between faculty and with the dean, and related problems present difficulties for and demands on the dean of nursing. In addition, faculty problems play a major part in the dean's desire to leave the position and are viewed as important factors contributing to resignation and dean turnover.

4. Deans of nursing view teaching and curriculum decision making as more important responsibilities than publication and research.

5. Deans of nursing perceive less decision-making responsibility for the budget and for faculty appointments than do social work deans.

6. Similarities between deans of social work and deans of nursing are greater than the differences.

Each of these trends and conclusions is presented below with a summary of related findings from both studies.

Preparation for the Deanship

Individuals appointed as deans of nursing frequently have minimal educational preparation and experience for the position.

The findings of the survey suggest that individuals appointed to the dean's position generally have not oriented their education or career to becoming a dean. During their nursing careers, only 20 percent of the respondents viewed the dean's position as a goal. A similar finding in the social work study led those investigators to assume that many deans were thrust into the position unexpectedly (Gandy, Randolph and Raymond 1979). Bennis confirms this on a broader scale when he describes "the almost total lack of any rational career plan for academic administrators" (Bennis 1973).

Although deans of nursing were not asked the degree to which they felt prepared for the position, only 13.2 percent expressed the belief that new appointees to the deanship were adequately prepared for the position. One might speculate that at least some of the respondents were describing their early experiences and their feelings of adequacy for the position.

Several factors that respondents stated as contributing to turnover related to the nursing dean's preparation. Inadequate preparation was cited as a reason by 31.5 percent of respondents and unrealistic expectations of the position by 12.6 percent (table 23). Only 20 percent of social work deans perceived that inadequate preparation contributed to turnover and none stated unrealistic expectations.

Nursing deans projected that lack of preparation would prompt them to resign from the deanship (table 22). In addition, some respondents had been appointed to the position only until a better prepared person could be found.

There was little agreement among respondents about the best educational background for deans. Without this agreement, prospective deans receive minimal guidance and, indeed, may believe that there is no need for preparation. The questionnaire asked respondents to select one of four types of educational preparation as the best. However, 67.6 percent did not subscribe to any of these but rather suggested combinations or other options (table 11). Forty percent indicated a combination of nursing, education, and administration. Nursing was selected by 15.5 percent of nursing deans as the best educational preparation. This compares to 64.4 percent of social work respondents who believed that social work was the best educational background for a deanship in their field.

There was more consensus on the best employment background for the dean than there was on educational preparation (table 12). Academic administration alone or in combination with this experience was suggested by 78.3 percent of nursing deans and 66.5 percent of social work deans. Academic administration or a combination of academic administration and teaching was proposed by 64 percent of deans of nursing and 44.4 percent of social work deans. Teaching was suggested by 52.1 percent of nursing and 36.5 percent of social work deans. The findings from the nursing study are consistent with Hall, Mitsunaga, and de Tornyay's statement that "the best career route to a deanship is slowly progressing in a top-ranked school" (1981).

The assumption that university administrators rise through the academic ranks is only marginally supported by the study of nursing deans. Barely 50 percent of deans had served as acting, associate, or assistant dean or in other formal academic administrative positions prior to their first dean's appointment. Forty percent had no educational administrative background, including 14.7 percent who had not held any administrative position in either education or service. One-third of the sample had 2 years administrative experience or less when appointed as dean while the average was only 2.7 years. On the other hand, when social work deans were appointed, they had an average of 7.5 years of prior administrative experience.

Two factors affecting the prior administrative experience, are the opportunity to hold an assistant or associate dean's position and the responsibilities in these positions. In the nursing sample, only 39.4 percent of schools reported having one or more associate or assistant deans, which would limit the opportunities for individuals to hold such positions. The major responsibilities of associate and assistant deans included student affairs and curriculum (table 21). Only 10 percent of the assistant deans and 15 percent of the associate deans of nursing had responsibility for the school when the dean was absent.

When nurses are appointed to the dean's position, they tend to stay in that school rather than move to deanships in other schools. Almost 80 percent were still in their first deanship. Five percent had served three or four schools and no one had been dean in more than four schools. Data about the age of deans also support the observation of minimal experience. The average age range of deans in the sample was between 46 and 50 years with the mode being 41 to 45 years. Since deans had held their positions an average of 6.6 years, the average age at time of appointment was between 34.4 and 43.4 of age. At the time of the survey, fifteen of the respondents were thirty-five years of age or younger.

These data are somewhat different from those in the social work study. Most social work deans reported six to eight

years of prior administrative experience with 40 percent having nine years or more. The tenure of continuing deans was one year for nursing and three years for social workers. Social work deans, whose average age ranged between 51 and 55 years, were older than deans of nursing. No social work dean was under 36 years of age and less than 25 percent were below 45 years of age. These data compare to 3.2 percent of nursing deans who were less than 36 years of age and 35.6 percent who were less than 46 years old.

Relationships With Superiors and Faculty

There is evidence that deans of nursing experience more problems than they recognize in their relationships with superiors and with faculty.

Nursing deans expressed the view that their superiors had positive attitudes toward them and toward the nursing program. On the other hand, a number of factors contributing to the difficult and demanding nature of the dean's position, to the dean's desire to resign, and to turnover identified problems in the dean's relationship with superiors.

The position of the professional school within the university was cited by 21.7 percent of deans as contributing to the difficulties and demands of the position (table 14). At least some of the acceptance of nursing as a professional school is related to acceptance of the school by central administration. In 5.4 percent of schools, central administration was viewed as a difficult and demanding factor and in 3.6 percent the dean of nursing perceived problems from being a "female in a male world."

In response to why they would leave the position, 26.1 percent of deans stated they would do so if they lacked faculty and administrative support and 22.5 percent if they lacked autonomy or the university imposed things (table 22). Lack of autonomy and higher administrative support was viewed by 26.1 percent of respondents as a significant factor in turnover (table 23).

The factors cited above affecting resignations and turnover were conjectures about the future or about other deans. Over 20 percent of deans, however, indicated experiencing one or more problems related to their superiors in spite of 96 percent expressing a favorable response personally and toward the nursing program. A review of findings about faculty relationships revealed similar differences.

The chief factor making the dean's position difficult and demanding was faculty problems (table 14). These problems related to recruitment, socialization of faculty to academia, interpersonal relationships, tenure, unrealistic expectations of faculty, and faculty workload. Deans viewed these problems as important: 26.1 percent would leave the position without faculty support (table 22) and 21.4 percent cited faculty unrest and problems as contributing to turnover in the deanship (table 23).

An examination of other findings in the study enables reasonable speculation about the relationships between the faculty and dean. The lack of administrative experience by deans, the small number of deans who anticipate taking the position prior to appointment, and the relative youth of deans of nursing indicate that they may have had few opportunities to exercise authority, to make difficult decisions about colleagues and peers, or to be fully involved in the academic setting.

The perception of the dean about the faculty and their strengths is another factor that may affect the relationship. The hallmark of the professoriate is scholarliness. Only 16.6 percent of deans of nursing described the "ideal" faculty as scholarly and 19.7 percent described them as innovative and creative (table 13). The most frequently cited "ideal" characteristics were competence, by 43.2 percent, and committed to school's purposes, by 27.5 percent. When respondents described faculty in their program, only 4.7 percent used scholarly and 9.8 percent innovative and creative. The most frequently cited characteristics were committed to the purpose of the school, by 38.6 percent, and hard working, industrious, and conscientious, by 22.2 percent (table 19). One of the interesting comparisons

is related to the flexibility of faculty. While 12.7 percent of deans labeled the "ideal" faculty as flexible, only 3 percent viewed faculty in their school as flexible. Deans might anticipate considerable resistence to change if only 3 percent of faculty are flexible and open to change. In addition to these differences between ideal and actual faculty characteristics, 10 percent of deans used negative descriptions and 20 percent used neutral terms to describe the faculty in their schools.

Deans were asked to describe also the function of the conflict within the faculty. Almost 65 percent of them viewed conflict as functional, however, over 80 percent allowed or encouraged conflict in formal faculty discussion.

The expected preparation of university faculty is the doctorate. Since less than 18 percent of nursing faculty hold this degree, the dean's perception of faculty may be related in part to the failure of nursing faculty to meet the university expectation.

The Nursing Faculty

Faculty recruitment, faculty qualifications, relationships between faculty and with the dean, and related problems present difficulties for and demands on the dean of nursing. In addition, faculty problems play a major role in the dean's desire to leave the position and are viewed as important factors contributing to resignation and dean turnover.

A number of findings in the study allude to the problems and dissatisfactions in the dean's position that stem from the dearth of prepared faculty. The need to recruit an increased number of faculty prepared at the doctoral level was cited by a number of deans. Less than 18 percent of full-time nursing faculty held doctoral degrees and only 29 percent were tenured (table 17). These small proportions, along with only 7.8 percent of faculty at the rank of professor, speak to the level of scholarly and academic experience of faculty in nursing. Comparing some of these findings

with statistics for higher education in general illustrates that 65 percent of all faculty and 48 percent of women faculty are tenured, while 33 percent of faculty hold the rank of professor. (AAUP 1983).

Almost 65 percent of respondents identified faculty problems as contributing to the difficult and demanding nature of the dean's position, making this the most frequently mentioned factor (table 14). Lack of faculty and administrative support ranked second as a factor that would cause the dean to resign (table 22) and faculty unrest and problems ranked fourth as a contributor to dean turnover (table 23). The comments about conclusion two and the relationships between the dean and the faculty support this conclusion as well.

Scholarly Activities

Deans of nursing view teaching and curriculum decision making as being more important than publication and research.

Ostensibly, the dean is responsible for the administration of the school or college, but, as a member of the faculty, is also responsible for fulfilling scholarly activities. Deans of nursing reported being involved in school and professional activities for 52.2 hours per week. Almost 75 percent of the deans reported that they had taught one or more courses during the year prior to the study. Many of the remaining 25 percent indicated that they lectured on occasion or participated in team teaching. The number of hours of teaching ranged from two to thirty per week.

In the social work study, 60 percent of the deans were involved in regular teaching activities stimulating the authors to suggest that this heavy teaching load probably left insufficient time for administrative matters.

More nursing deans than social work deans reported responsibility for curriculum decisions–26.5 percent compared to 14.8 percent respectively. Some of these differences

between social work and nursing may be related to the different level of faculty and dean preparation in the two disciplines.

Less than 18 percent of nursing faculty hold doctoral degrees although over 77 percent of deans are doctorally prepared. This great variance may stimulate deans to organize programs to provide greater self-involvement in teaching and curricular activities. The dean, who is the only or one of only a few doctorally prepared faculty, may feel pressed to be more involved in teaching. In addition, deans who feel inadequately prepared for administrative tasks may schedule more familiar teaching activities to remove themselves from the administrative arena and its problems. An analysis of the dean's involvement in teaching and curricular activities compared to the doctoral preparation of the faculty might provide further support for this observation.

The relationship between the amount of teaching and the research and publication activities of the dean was not studied. However, data about the dean's involvement in research and writing, and the importance ascribed to publishing by the dean, provide interesting comparisons. On a list of four professional activities, deans of nursing ranked publishing as fourth in importance. Only 7 percent of respondents ranked publishing most important compared to 52 percent who ranked it least important. Deans of nursing reported spending an average of 1.6 hours per week in professional writing activities (table 8). Fifty percent indicated that they allocated no time to writing on a regular basis. Only 2 percent of deans reported weekly research activities, with these nine deans devoting from two to sixteen hours per week. On the other hand, almost 19 percent of the respondents reported that they had taught a course in research during the past year.

In the social work study, publishing was also ranked fourth in importance by deans. One-third of the social work deans spent no time in professional writing. Data concerning research activities were not reported.

About 74 percent of the deans of nursing had published prior to their appointment, but only 68 percent continued

to do so after becoming dean. The mean number of publications dropped from 11.5 before becoming a dean to 9.8 while a dean. There was more publishing activity for deans of social work than deans of nursing, but with a similar pattern. The number of publications of social work deans fell from an average of 19.4 before to 11.3 after the dean's appointment.

While respondents were not asked to compare the importance of teaching and scholarly activities, an examination of how deans spend their time provides evidence that deans place teaching and curricular involvement ahead of research and writing.

Decision Making

Deans of nursing perceive less decision-making responsibility for both the budget and for faculty appointments than do social work deans.

The study elicited few data about decision-making responsibilities of the dean. Respondents were asked, however, who in the school had primary responsibility for making decisions in three areas—curriculum, budget, and faculty appointments. The findings concerning curriculum are presented above.

The dean of nursing reported having final responsibility for budget decisions in 79.9 percent cases, while 93.6 percent of social work deans reported final responsibility for budget decisions. A significant factor in determining the autonomy of an academic unit relates to the executive's control of the budget. Deans of both nursing and social work recognize lack of autonomy as contributing to the turnover in the dean's position. Lack of autonomy was mentioned by 26.1 percent of nursing deans and 21.5 percent of social work deans, the third and fourth most frequent responses respectively. Social work deans may perceive more autonomy with their greater responsibility for budget decisions.

Final responsibility for faculty hiring decisions was held by 58.8 percent of nursing deans and 68.2 percent of social

work deans. Both groups of deans identified financial and faculty problems as the major factors causing the dean's position to be difficult and demanding; however, faculty problems were mentioned most frequently by nursing deans and financial problems by social work deans. Sixty-five percent of the social work deans attributed their greatest difficulty to financial problems, compared to 44 percent of nursing deans. Faculty problems were seen as the most difficult factor by 65 percent of nursing deans and 45 percent of social work deans. Relationships between the decision-making responsibilities and the difficult and demanding factors for the two groups of deans were not examined.

Nursing and Social Work Deans

Similarities between deans of social work and deans of nursing are greater than the differences.

The study of managers by Fitzpatrick and Cole (1977) demonstrated that female managers exhibited more similarities to other managers than to the female population at large. This replication of the social work deans' study furthers these conclusions by providing evidence that nursing deans, 97.4 percent female, and social work deans, 83 percent male, demonstrate more substantive similiarities than differences in demographic characteristics, perceptions about the dean's position, and responsibilities. Further investigation would be needed to determine whether these two groups are typical of the general population of deans.

In addition to the prevalence of women in nursing and men in social work deanships, nursing deans tended to be somewhat younger than social work deans and came to the position with less administrative experience. Most deans in both professions held doctoral degrees, but doctorates in social work were four times as prevalent among social work deans as doctorates in nursing among nursing deans.

Less than one-third of each sample had planned a career as dean and twice as many social work deans had a goal to

move from the dean's position into another position. Respondents from both nursing and social work tended to move into teaching positions when they left the dean's position. There was agreement on factors making the dean's position difficulty and demanding, although social work deans viewed financial problems as more difficult while faculty problems caused more difficulty for nursing deans.

Deans from both professions ranked publishing as least important of four professional activities, spent little time in professional writing, and reported a larger number of publications prior to taking the dean's position than after. Respondents to both surveys ranked the importance of four professional activities and the problematic level of three responsibilities in the same manner.

Academic administrative experience was designated by both nursing and social work deans as the best employment background for the dean's position, although social workers had accumulated 4.8 years more than nurses before being appointed to the dean's position.

The distribution of authority in the school was perceived as similar by social work and nursing deans. While there were differences in the dean's responsibility for decisions about budget, faculty appointments, and curriculum, the hierarchry of the three decision areas was the same for both groups with most decision-making responsibility ascribed to the budget, then to hiring faculty, and least to the curriculum.

Social work deans described the "ideal" faculty as scholarly and competent, while nursing deans described them as competent and committed to the school. Social work deans described faculty in their schools as competent and committed to the school and nursing deans characterized faculty as committed and hard working, industrious, and conscientious.

The reason that deans of social work and nursing gave as contributing most to the turnover in the position was too much stress for the money. Faculty problems ranked next on the social work dean's list and inadequate preparation for the position on the nursing dean's list.

An analysis of over one hundred variables revealed few significant relationships. The number of teaching faculty was significantly related to the number of publications that the dean reported in both studies. Significant relationships were found between four variables–accreditation problems, amount of federal funds, number of administrative faculty, and community involvement–but in nursing the relationship was with large schools while in social work it was with small schools.

A number of questions arose during the analysis and writing of the report. Two of these questions may provide directions for further study of the dean's position in nursing.

1. *What other analyses could be conducted on the data?* Deans and former deans of nursing responded to a lengthy questionnaire involving over one hundred variables. Although extensive analyses were conducted, additional associations and comparisons could be done. One obvious difference in the social work and nursing samples was the level of educational program. All deans and former deans of social work were responsible for graduate programs and only two-thirds had baccalaureate programs. On the other hand one-third of the deans of nursing had graduate programs, while almost 90 percent had baccalaureate programs. A comparison between the 146 deans of graduate programs in nursing and the 75 social work deans would provide two more comparable groups. The results of the analysis may be more definitive.

The respondents who are members of the American Association of Colleges of Nursing provide another study sample. Data have been collected for a number of years from members concerning salary, enrollment and graduations. By a reassignment of code numbers, the data from the deans' survey and salary and enrollment data could be analyzed without revealing the identification of respondents.

One of the tasks that the social work investigators proposed was to determine the relationship between continuing

as dean and the dean's perception of the position. While they did identify four factors that contributed to the dissatisfaction of the social work dean—day-to-day management problems, difficulties in collegial relationships, lack of external professional activity, and lack of readiness for the position—they did not demonstrate relationships between these and turnover. Neither the social work nor the nursing study determined the turnover rate for deans. A recent survey of 3,250 colleges and universities reported turnover rates for over fifty administrative positions (Jacobson 1983). The two-year turnover rate for 412 deans of nursing was 45.6 percent and for 229 deans of social work was 42.8 percent giving an annual rate of 22.8 percent and 21.4 percent respectively. The average annual turnover rate for all positions was 19.7 percent with a range from 9.7 percent for deans of pharmacy to 28 percent for assistants to the president. Within the group of deans, theology with an annual turnover rate of 25 percent was highest and pharmacy, as noted above, lowest.

2. *What other demographic, system, or positional characteristics might be studied to further examine the dean's position?* Although the number of data collected and the variables studied were very large, few definitive conclusions resulted. Clustering variables as done by Hall, McKay, and Mitsunaga may be a useful approach (1971). Selecting some of the variables from this survey to study in association with other characteristics may provide another option. Some additional characteristics are the institutions where higher degrees were obtained, career path, internal versus external appointee, parental education, and relationship of school to other schools in the university. A number of these variables have been studied in a broader context in the field of higher education (Moore n.d.(a)). If similar results are found in nursing, they may provide support for wider acceptance of nursing and other professional programs in institutions of higher education.

The final question relates to the preparation of individuals for the dean of nursing position.

3. *How can these data and findings be used to improve the education and experience of those appointed to the dean's position?* Two important findings in the study were the lack of career anticipation by deans prior to taking the position and the lack of consensus about the best educational and employment background for future deans. Only one item in the questionnaire focused on career anticipation. Responses indicated that only 20 percent of respondents had viewed the dean's position as a goal during their nursing career. Without such anticipation there is little reason to seek education and experience to prepare for the position. The efforts of the AACN to help identify future deans and to assist them through the Executive Development Series Workshops have stimulated over 250 individuals to think about preparing for the deanship.

Several schools of nursing now offer doctoral programs in educational administration. While these schools have based curricula on theory and practice of administration, the survey provides additional source of information about deans, their responsibilities, the settings in which they work, and their perceptions of the role. These data should be useful to faculty preparing future academic leaders in nursing.

The survey questionnaire focused on problems, difficulties, and dissatisfactions with the dean's position and left few opportunities for positive statements. In spite of this, many responses to questions and numerous additional comments that deans wrote in margins or on attached sheets suggest that there are many positive features of the position as well. The time may come when the concentration on problems and difficulties yields to an equal emphasis on the challenges and achievements of the dean.

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APPENDIX A

American Association of Colleges of Nursing
Continuing Education for Nurse Academic Administrators Project

DEAN'S STUDY

SECTION I – Background Information

1. Are you currently a dean? ____Yes ____No
   If "No," when did you last serve as a dean? _____
   If "No,", what is your current position?
   _____ Teaching
   _____ Administrator of Clinical Area in Education or Service
   _____ Direct Practice
   _____ Retired
   _____ Consultation
   _____ Research
   _____ Other, please specify _____
2. Please list the schools at which you have served as dean and the years served at each.

School	Period
_____	_____
_____	_____

3. How many total years of administrative experience did you have prior to your first deanship?
   _____ 2 years or less
   _____ 3 to 5 years
   _____ 6 to 8 years
   _____ 9 to 11 years
   _____ 12 to 14 years
   _____ 15 to 17 years
   _____ 18 to 20 years
   _____ 21 to 23 years
   _____ 24 to 26 years
   _____ 26 years or more
4. Briefly describe your administrative experience prior to assuming your first deanship.
   _____
   _____
5. Sex: _____ Female _____ Male
6. Age:
   _____ 30 years or younger
   _____ 31 – 35
   _____ 36 – 40
   _____ 41 – 45
   _____ 46 – 50
   _____ 51 – 55
   _____ 56 – 60
   _____ 61 – 65
   _____ 66 or older

7. Earned Degrees:
   _____ B.S.N.
   _____ A.B. (other than nursing). Please specify: _____
   _____ M.S.N. or M.A. (nursing)
   _____ M.S. or M.A. (other than nursing). Please specify: _____
   _____
   _____ D.N.Sc.
   _____ Ph.D. (nursing)
   _____ Doctorate (other than nursing). Please specify: _____
   _____

8. My present yearly university salary is:
   _____ Less than $26,000
   _____ $26,000 to $31,000
   _____ $31,001 to $36,000
   _____ $36,001 to $41,000
   _____ $41,001 to $46,000
   _____ $46,001 to $51,000
   _____ $51,001 or more

9. My supplemental income per year from nursing related activities is:
   _____ $2,000 or less
   _____ $2,001 to $4,000
   _____ $4,001 to $6,000
   _____ $6,001 to $8,000
   _____ $8,001 to $10,000
   _____ $10,001 to $12,000
   _____ $12,001 to $14,000
   _____ $14,001 or more

10. Approximately how many hours in the average week do you spend in the following activities?
   _____ Direct School Responsibilities
   _____ Community Activities
   _____ Activities Related to National Professional Organizations
   _____ Professional Writing
   _____ Consulting
   _____ Other, please specify: _____

11. How many publications have you had in the following categories?

While not a dean	While a dean	
_____	_____	Professional Journals
_____	_____	Books (author)
_____	_____	Contributor to Edited Books
_____	_____	Editor of a Book
_____	_____	Paper Presented at Conference
_____	_____	Monograph
_____	_____	Other, please specify: ___

_____

SECTION II – Perceptions of the Dean's Job

1. In your nursing career did you view a deanship as an end goal?
   _____ Yes _____ No _____ Undecided
2. Is it your goal to move from the dean's position into some other position?
   _____ Yes _____ No _____ Undecided
   If "Yes," what type of position would you like to assume eventually? _____
3. In your opinion, are most people who become deans prepared to accept that position at the time of their appointment?
   _____ Yes _____ No _____ Undecided
4. In your opinion, what type of *educational* background best prepares a person for a deanship?
   _____ Nursing
   _____ Health Administration
   _____ Education
   _____ Related Sciences
   _____ Other (specify): _____
5. In your opinion what type of *employment* background best prepares a person for a deanship?
   _____ Teaching
   _____ Administration in a School of Nursing
   _____ Administration in a Public or Private Health Agency
   _____ Direct Practice
   _____ Other (specify): _____
6. Please rank the following areas of endeavor beyond administrative responsibilities in terms of importance for a dean.
   _____ To Publish
   _____ To Be Involved in Community Activities
   _____ To Be Involved in Professional Organization at National Level
   _____ To Participate in College Activities other than Your Immediate Administrative Responsibilities
7. Which one of the following terms best describes your view of conflict around professional and educational issues within a faculty?
   _____ Very functional
   _____ Functional
   _____ Undecided
   _____ Dysfunctional
   _____ Very dysfunctional

8. How important is faculty loyalty to a dean?
   _____ Very important
   _____ Important
   _____ Undecided
   _____ Unimportant
   _____ Very unimportant
9. What two adjectives best describe an "ideal" faculty in your opinion?
   1. _____
   2. _____
10. List in order of priority the three (3) factors which make the position of dean difficult and demanding.
   1. _____
   2. _____
   3. _____

SECTION III – System Description

1. How many years has your program offered each of the following degrees and what is the current number of students enrolled in each program?

Number of years	Number of students	
_____	_____	B.S.N.
_____	_____	M.S.N.
_____	_____	D.N.Sc.
_____	_____	Ph.D.
_____	_____	Other (specify):____

   _____

2. What percentages of your school's support comes from the following sources?
   _____ State Appropriated Funds
   _____ Federal Support Grants
   _____ Private Funds
   _____ Other (specify): _____
3. Please identify the number of full-time faculty by highest degrees.
   _____ D.N.Sc.
   _____ Ph.D. (nursing)
   _____ Doctorate (other than nursing)
   _____ M.S.N.
   _____ M.A/M.S. (other than nursing)
   _____ Other (please specify) _____

4. How many faculty members do you have in each of the following ranks?

_____ Tenured Professor
_____ Untenured Professor
_____ Tenured Associate Professor
_____ Untenured Associate Professor
_____ Tenured Assistant Professor
_____ Untenured Assistant Professor
_____ Lecturers
_____ Instructors

5. Other than yourself how many full-time faculty members does your school have:

_____ Who Have Administrative Responsibilities Only
_____ Who Have Teaching Responsibilities Only
_____ Who Have Joint Teaching and Administrative Responsibilities

6. What is the modal length of time your faculty members have taught at the present school? _____

7. What is the relationship of your school or college to the larger university?

_____ Nursing Is Part of a Larger Division Within the University?
_____ Nursing Is a Separate College or Graduate School
_____ Other (specify): _____

8. Who is your immediate superior?

_____ President
_____ Provost
_____ Dean of Graduate School
_____ Vice President
_____ Chancellor
_____ Other (specify): _____

Please provide name of the above person _____

9. How would you describe the attitude of your superiors toward you?

___ Favorable ___ Unfavorable ___Do not know

10. How would you describe the attitude of your superiors toward your program?

___ Favorable ___ Unfavorable ___Do not know

11. Does your college or school offer a faculty development program? ____ Yes ___ No

If "Yes," please describe the program _____

_____

12. Do you presently have a continuing education program?
    _____ Yes _____ No
    If "Yes," please describe the program _____
13. How would you describe your school's involvement with the community?
    _____ High Involvement
    _____ Medium Involvement
    _____ Low Involvement
14. What two adjectives best describe *your* faculty?
    1. _____
    2. _____

SECTION IV – Responsibilities

1. In your program who has the final responsibility for the hiring of faculty?
    _____ Dean
    _____ A Committee
    _____ The Entire Faculty
    _____ Other (specify): _____
2. Who is the key person involved in curriculum decisions?
    _____ Dean
    _____ Associate Dean
    _____ Assistant Dean
    _____ Curriculum Chairperson
    _____ Other (specify): _____
3. Who has the final responsibility in your program for budget decisions?
    _____ Dean
    _____ Associate or Assistant Dean
    _____ Other (specify): _____
4. Who chairs faculty meetings in your program?
    _____ Dean
    _____ Associate or Assistant Dean
    _____ Combination of the Above
    _____ Other (specify): _____
5. Within the past year have you taught a course for an academic semester or quarter within your school or university?
    ____ Yes ____ No
    If so, please specify the course(s) _____
    _____

6. What are the primary responsibilities of the associate dean?
   1. _____
   2. _____
   3. _____
   4. _____
7. What are the primary responsibilities of the assistant dean?
   1. _____
   2. _____
   3. _____
   4. _____
8. In general, which of the following best describes the distribution of authority in your school?
   _____ Largely Rests with the Dean
   _____ Shared among Several Persons
   _____ Spread among the Faculty
9. Do you consider the majority of your faculty to be loyal or disloyal to you? _____ Loyal _____ Disloyal
10. How do you generally handle conflict within formal faculty discussions?
    _____ Reduce
    _____ Allow
    _____ Encourage
11. Please rank the following factors according to how problematic they have been for you as dean.
    _____ Compliance with Federal Regulations
    _____ Compliance with Accreditation Standards
    _____ Securing Program Funding
    _____ Other (specify): _____
12. Please complete the following statement: "I would quite being a dean if" _____
    _____
    _____
13. In your opinion, why is there such a "turnover" in deanships?
    _____
    _____
    _____

_____ _____

Signature Date

APPENDIX B

Advisory Committee to Continuing Education for Nurse Academic Administrators Project (1979 – 1983)

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